

# KEAN UNIVERSITY



## Educational Leadership Department

### Required Projects & Activities List for Field I & Field II

Student Name \_\_\_\_\_ Field I \_\_\_\_ Field II \_\_\_\_ Semester/Year \_\_\_\_\_

University Supervisor \_\_\_\_\_

*Students enrolled in Field I and II must complete the projects and activities listed below.*

#### **Project I: Instructional and School Culture Improvement Plan**

**Description:** The first part of this project is Assessment 5 which focuses predominantly on the development of an Instructional Improvement Plan, even though aspects of the assessment also focus on the development of a positive school culture. This assessment includes: preparing an assessment of the school’s culture and instructional program (2.1); serving on a curriculum development and revision committee and promoting a professional development plan among teachers (2.2); presenting on best practices for student learning and evaluating teacher accommodations for different learning styles (2.3); and disseminating a plan that promotes the use of technology as a support to student learning (2.4).

The second part of this project is Assessment 4 which predominantly focuses on developing a plan that promotes a positive school culture. This assessment includes: creating a unified school vision (1.1); upholding the school vision (1.4); conducting an Action Research Plan that is focused on the school’s goals (1.2); participating in committees that promote school level improvement (1.3); attending student disciplinary conferences and evaluating outcomes (5.1); establishing a plan that focuses on students who are socially, behaviorally, or academically at-risk (5.2, 5.3, 5.4, 5.5); attending and engaging in dialogue at Board of Education and PTA meetings and using these meetings as catalysts for positive school change (6.1, 6.2, 6.3).

#### **[Assessment 5]**

ELCC Elements	<i>Description of Element &amp; List of Activities</i>	Artifact no. and/or log sheet date or page no.	I	II	III
2.1	<p><i>Sustain a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students.</i></p> <p><b>A. Prepare an assessment of the school’s culture that is focused on establishing a rigorous learning environment that is sensitive to individual student needs.</b></p> <p><b>B. Evaluate the school’s instructional program and assess whether it is student centered, and whether it focuses on interdisciplinary collaboration, and academic rigor.</b></p>				

ELCC Elements	Description of Element & List of Activities	Artifact no. and/or log sheet date or page no.	I	II	III
2.2	<p><i>Create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program.</i></p> <p><b>A. Serve on a curriculum development/revision committee.</b></p> <p><b>B. Develop a list of suggestions for incorporation into teacher lesson planning that apply effective principles of instruction geared toward the improvement of instructional practices and curriculum materials.</b></p> <p><b>C. Review the school’s professional development plan and make recommendations for refinement, based on reflective practice and research on student learning that is consistent with the school vision and goals.</b></p> <p><b>D. Complete a teacher observation/evaluation and participate in a post-observation conference to plan professional development related to observed needs.</b></p> <p><b>E. Explore the in-service and continuing educational opportunities provided by the NJ Principals/Supervisors Association (or other relevant professional organizations) and prepare a personal plan for continuing education and professional growth that reflects a commitment to life-long learning.</b></p>				
2.3	<p><i>Develop and supervise the instructional and leadership capacity of school staff.</i></p> <p><b>A. Prepare a presentation outlining best practices to maximize high quality instruction and share this plan with staff.</b></p> <p><b>B. Identify the manner by which teachers accommodate different student learning styles and develop a list of strategies to assist them with this.</b></p>				
2.4	<p><i>Promote the most effective and appropriate technologies to support teaching and learning in a school environment.</i></p> <p><b>A. Review the school’s instructional technology plan and make recommendations for improving the delivery of classroom instruction using technology and information systems.</b></p> <p><b>B. Disseminate a plan among teachers that shows how to best use technology when delivering classroom instruction.</b></p>				

**[Assessment 4]**

ELCC Elements	Description of Element & List of Activities	Artifact no. and/or log sheet date or page no.	I	II	III
1.1	<p><i>Collaboratively develop, articulate, implement, and steward a shared vision of learning for a school.</i></p> <p><b>A. Compile data for use in development of a vision which pertains to student assessment results, student and family demographics, and community needs.</b></p> <p><b>B. Identify community stakeholders and establish a plan to involve one or more in developing and promoting the vision.</b></p> <p><b>C. Review the vision alongside community stakeholders and key staff members; make recommendations for improving this shared vision and its advancement at the building level.</b></p> <p><b>D. Summarize the data and information you incorporated within your shared vision as it relates to (i) relevant knowledge and theories of learning in a pluralistic society, (ii) the diversity of learners and their needs, and (iii) schools as interactive social and cultural systems involving social and organizational change.</b></p> <p><b>E. Develop a plan for communicating the vision with all stakeholders.</b></p>				
1.2	<p><i>Collect and use data to identify school goals, assess organizational effectiveness, and implement plans to achieve school goals.</i></p> <p><b>A. Compile data for use in creating an Action Research Plan that is focused on school goals, with special attention to those goals that directly relate to instruction and student achievement.</b></p> <p><b>B. Assess the results of the Action Research Plan and how it may have increased the ability of the teaching staff to carry out measures that help achieve school goals.</b></p> <p><b>C. Evaluate the impact of the Action Research Plan on the school’s instructional goals.</b></p>				
1.3	<p><i>Promote continual and sustainable school improvement.</i></p> <p><b>A. Participate in a committee charged with developing a plan to sustain school improvement, or –in relation to Element 1.1– charged with implementing the school’s vision throughout the school and/or community.</b></p> <p><b>B. Develop a 3-year plan of strategies and practices to ensure transformational change at the school building level.</b></p>				

ELCC Elements	Description of Element & List of Activities	Artifact no. and/or log sheet date or page no.	I	II	III
1.4	<p><i>Evaluate school progress and revise school plans supported by school stakeholders.</i></p> <p><b>A. Identify at least three mechanisms to be used to monitor, evaluate, and update the implementation of the school vision (e.g. surveys, focus groups, etc.)</b></p> <p><b>B. Identify means for communicating progress and updates to the stakeholders.</b></p> <p><b>C. Prepare a list of audiences to whom the vision should be communicated and make a presentation to one or more of them.</b></p>				
5.1	<p><i>Act with integrity and fairness to ensure a school system of accountability for every student's academic and social success.</i></p> <p><b>A. Attend a student disciplinary conference when a parent is in attendance and analyze the conference in terms of legal, ethical, and fairness issues.</b></p> <p><b>B. Attend a conference that involves either a student with special needs, or a student who is academically at-risk; analyze the conference in terms of legal, ethical, or fairness issues.</b></p>				
5.2	<p><i>Model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school.</i></p> <p><b>A. Develop and prepare a personal statement/ philosophy of ethical standards and practices.</b></p>				
5.3	<p><i>Safeguard the values of democracy, equity, and diversity within the school.</i></p> <p><b>A. Analyze the school's gender and minority student populations in AP classes, special education classes, suspensions and drop-outs, honor societies, etc. and prepare a report for the school administration.</b></p>				
5.4	<p><i>Evaluate the potential moral and legal consequences of decision making in the school.</i></p> <p><b>A. Examine the school's policies related to HIB, diversity, gender, and other equality issues. Submit a report of findings to the school administration.</b></p>				

ELCC Elements	Description of Element & List of Activities	Artifact no. and/or log sheet date or page no.	I	II	III
5.5	<p><i>Promote social justice within the school to ensure that individual student needs inform all aspects of schooling.</i></p> <p><b>A. Examine the school’s plan that focuses on students who are socially, behaviorally, or academically at-risk, and critique it providing recommendations for improvement.</b></p> <p><b>1. Assure that the plan answers the following: (i) What is the school’s and staff’s roles and responsibilities in such matters; (ii) How are student’s rights being understood and protected; (iii) Which relevant ethical issues absent in the law should be taken into consideration regarding such matters; (iv) How does the plan assure the equal treatment of all students regardless of race, ethnicity, gender, sexual orientation, special education status (e.g., language, mental/physical disability, gifted, etc.), or any other marginalizing characteristic or condition?</b></p> <p><b>2. Assure that the plan is both transparent and sensitive to the confidentiality of staff and students.</b></p> <p><b>3. Assure that the plan provides a way to assess outcomes.</b></p>				
6.1	<p><i>Advocate for school students, families, and caregivers.</i></p> <p><b>A. Develop a demographic survey and report of free and reduced, special education, and bilingual/ESL students and analyze the services provided to these populations at the school.</b></p>				
6.2	<p><i>Act to influence local, district, state, and national decisions affecting student learning in a school environment.</i></p> <p><b>A. Develop a plan for equitable learning opportunities for special populations such as gifted and talented programs and access to science labs, advanced placements, etc.</b></p>				
6.3	<p><i>Anticipate and assess emerging trends and initiatives in order to adapt school-based leadership strategies.</i></p> <p><b>A. Participate in a dialogue at: at least one Board of Education meeting and at least one PTA meeting; dialogue should involve trends, issues, and potential changes in the environment in which the school operates.</b></p> <p><b>B. Identify aspects of the meetings or the issues discussed at these meetings that focus on promoting (i) the interests of students and their families; and (ii) student learning in schools.</b></p> <p><b>C. Establish building level changes or improvements that are based on the topics discussed at each of the aforementioned meetings; assure that such changes or improvements promote equitable learning opportunities and success for all students, regardless of their socioeconomic background, ethnicity, gender, disability, or other individual characteristics.</b></p>				

**Project II: Organizational Management Plan**

**Description:** Assessment 6A: Develop an organization management plan. This plan incorporates various components, including assisting with the responsibilities related to the beginning and end of the academic school year, and analyzing how the physical plant lends itself to the effective and appropriate delivery of educational services (3.1); assessing and evaluating the use of human capital, fiscal responsibility, and the use of technological resources (3.2); assessing and evaluating adherence to school safety procedures (3.3) and those procedures that promote the interrelationship between scheduling, instructional time, and student learning (3.5); and identifying and evaluating instances where leadership responsibilities are available to staff in addition to administration (3.4).

**[Assessment 6A]**

ELCC Elements	Description of Element & List of Activities	Artifact no. and/or log sheet date or page no.	I	II	III
3.1	<p><i>Monitor and evaluate school management and operational systems.</i></p> <p><b>A. Assist with the opening of school, including plans for new faculty orientation, opening day ceremonies, and student transportation schedules. Manage school plans and operations to ensure a smooth and safe opening of school. Include in this plan the following items: (i) student and teacher schedules, (ii) delivery of supplies, books, and other materials, (iii) inventories and equipment checks, (iv) policy manuals, (v) student handbooks, and (vi) any other related documents. Make recommendations for any needed improvements.</b></p> <p style="text-align: center;"><b>OR</b></p> <p><b>B. Assist with the closing of school, including checking inventories, preparing for promotion and graduation, contacting parents/guardians with procedures for the following school year, preparing summer school schedules and activities, preparing staff and class reorganizations, ordering of text and supplies, as well as curriculum updates, etc. Make recommendations for any needed improvements.</b></p> <p style="text-align: center;"><b>AND</b></p> <p><b>B. Examine the physical plant with respect to the manner in which it either facilitates or interferes with the delivery of educational services. Include a review of both instructional and non-instructional space and facilities and make recommendations for any needed improvement.</b></p>				

ELCC Elements	Description of Element & List of Activities	Artifact no. and/or log sheet date or page no.	I	II	III
3.2	<p><i>Efficiently use human, fiscal, and technological resources to manage school operations.</i></p> <p><b>A. Assess and evaluate human capital at the school level including student/staff ratios for the multiple services that students receive (e.g., academic, guidance, and other supports). Make recommendations for any needed improvement.</b></p> <p><b>B. Review and analyze, or develop a department or building budget, including administering and analyzing supply and material requests from staff, following district budget-planning procedures and guidelines. Make recommendations for any needed improvements.</b></p> <p><b>C. Attend a seminar or webinar dealing with virtual learning. Analyze and recommend possible applications to your school.</b></p> <p><b>D. Analyze the school’s technology program, including an audit of hardware and software used for school personnel reporting. Make recommendations for improvements.</b></p>				
3.3	<p><i>Promote school-based policies and procedures that protect the welfare and safety of students and staff within the school.</i></p> <p><b>A. Assess and evaluate school safety procedures related to within the building and emergency evacuations; assure that all standing protocols and procedures followed at the school align to local and state laws and regulations. Where gaps exist, make recommendations that would lead to full compliance.</b></p> <p><b>B. Review policies and procedures related to building discipline and their implementation.</b></p>				
3.4	<p><i>Develop school capacity for distributed leadership.</i></p> <p><b>A. Identify staff led committees or governing boards that provide its members with decision making power at the school level, including the ability to make recommendations to building level administrators.</b></p> <p><b>B. Evaluate the effectiveness of these committees and/or governing groups at bringing about positive change at the school.</b></p> <p><b>C. Where such committees or governing boards do not exist, develop a plan that may lead to the distribution of leadership responsibilities among staff members; where such committees do exist, make recommendations for needed improvement.</b></p>				
3.5	<p><i>Ensure teacher and organizational time focuses on supporting high-quality school instruction and student learning.</i></p> <p><b>A. Assess the present system of scheduling and organization of the instructional day; evaluate how school-wide scheduling maximizes teacher instructional time and student learning.</b></p>				

**Project III: Community Resources Intervention Plan**

**Description:** Assessment 6B: Develop a community resources intervention plan. Aspects of this plan include meeting and working with parents and community members to understand how they envision improvements to the school’s educational environment and implementing steps that lead to such improvements (4.1); identifying, evaluating, and promoting community resources that help support cultural diversity, social capital, and academic achievement (4.2); working with other staff in order to build positive relationships with students, families, and other stakeholders (4.3); providing families with information relevant to the needs of their children (4.3); and partnering with a community agency and using local outlets to build positive relationships between the school and the community (4.4).

**[Assessment 6B]**

ELCC Elements	Description of Element & List of Activities	Artifact no. and/or log sheet date or page no.	I	II	III
4.1	<p><i>Collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the school’s educational environment.</i></p> <p><b>A. Organize and lead a meeting of parents and/or community members, whether in person or through some other means of communication (e.g., on-line blog) to discuss (i) their role in positively affecting student learning and (ii) how they may share pertinent information among themselves and other parents and/or community members.</b></p> <p><b>B. Facilitate the design and implementation of a program (e.g., Family Math, Homework Hotline, Family Health First, etc.) where parents may receive assistance and become informed of the different ways they can help their children achieve success at school.</b></p> <p><b>C. Plan and administer a parent survey regarding some aspect of the school or a department. Collect and analyze data and recommend a course of action.</b></p>				
4.2	<p><i>Mobilize community resources by promoting an understanding, appreciation, and use of diverse cultural, social, and intellectual resources within the school community.</i></p> <p><b>A. Identify and evaluate at least one community youth service that is or that can be used by the school to support student achievement and/or cultural diversity.</b></p> <p><b>B. Prepare or update a school handbook regarding resources and services that can be provided by the school and/or social service agencies within the surrounding community; resources and services should relate to each of the following: (i) the promotion of cultural diversity, (ii) the identification and use of social resources, and (iii) the supporting of academic achievement.</b></p>				



ELCC Elements	Description of Element & List of Activities	Artifact no. and/or log sheet date or page no.	I	II	III
4.3	<p><i>Respond to community interests and needs by building and sustaining positive school relationships with families and caregivers.</i></p> <p><b>A. Conduct a needs assessment of students identified in need of behavioral and academic services. Research the school’s capacity to address student and family/caregiver needs. Develop a bulleted list to improve implementation.</b></p> <p><b>B. Assist the PTA, a booster group, school foundation, or student group with the planning and carrying out of a fund raising activity.</b></p> <p><b>C. Analyze the success of the school in meeting diverse school and community conditions and dynamics, with specific focus on serving minority populations. Refer to <i>N.J.A.C. 6A: 7-1 et seq.</i> for guidance regarding legal requirements.</b></p> <p><b>D. Develop or participate in the preparation of a school newsletter or webpage that provides pertinent information to parents and care givers of the resources available to them and the ways in which the school meets their interests and needs. (Activities A, B, and C above will help provide content for the informational newsletter or webpage – no names or specific instances should be mentioned in the newsletter so as to guarantee the confidentiality of all parties). Ensure the newsletter is available in the community’s languages.</b></p>				
4.4	<p><i>Respond to community interests and needs by building and sustaining productive school relationships with community partners.</i></p> <p><b>A. Develop a list of community agencies or partners and disseminate this information to the local PTA and on the school’s webpage.</b></p> <p><b>B. Prepare a news release or an article about the school for a local newspaper or for local cable TV.</b></p>				